GOING BEYOND THE GRADEBOOK
USING STUDENT WORK TO GUIDE INSTRUCTION

[High-impact teaching] requires that teachers gather defensible and dependable evidence from many sources, and hold collaborative discussions with colleagues and students about this evidence, thus making the effect of their teaching visible to themselves and to others. (Hattie, John A. C. 2012. Visible Learning for Teachers: Maximizing Impact on Learning. New York: Routledge, p. 23)

A focus on evidence includes identifying indicators of what is important to notice in students’ mathematical thinking, planning for ways to elicit that information, interpreting what the evidence means with respect to students’ learning, and then deciding how to respond on the basis of students’ understanding. (Principles to Actions: Ensuring Mathematical Success for All, National Council of Teachers of Mathematics, 2014, p. 53)

The TCM Editorial Panel invites you to share your experiences and ideas about using student work in classrooms and in professional communities. We intend the following list of questions to guide, but not limit, potential manuscripts:

**Identifying**
- How do you identify evidence of student progress toward learning goals while remaining open to multiple ways of demonstrating understanding?
- In what ways do you use learning trajectories and common patterns of reasoning as indicators of student understanding?

**Planning**
- How do you create intentional, ongoing opportunities to gather evidence about student progress toward learning goals and use it to identify and address the needs of individuals and groups?

Limit your manuscript to 2500 words, excluding references and figures. In a separate cover letter, clearly state that the manuscript is being submitted for the April 2019 TCM Focus Issue: Going beyond the Gradebook—Using Student Work to Guide Instruction. Author identification may appear in the cover letter only. The submission deadline is May 31, 2018. Submit completed manuscripts to TCM by accessing http://tcm.msubmit.net. For detailed manuscript preparation guidelines, visit http://www.nctm.org/journalsubmission.